

Year 3 KS2	There's No Place Like Home...	Transport	Save Our Planet
Rationale	This topic focuses on our home - learning about the United Kingdom and how we fit into the wider community. Opportunities to learn about significant events that have impacted and broadening this with creative activities will bring our country to life, and help children to see the diversity of the UK.	Transport is a fascinating subject for children, drawing on our diverse history and heritage of ships, cars, trains, planes and more. Exploring how transport impacts and enhances life, and how those in the past were aided by these new developments provides rich opportunities for creative expression.	Issues of sustainability and environmental change are key for schools. We love our local countryside, and want to ensure it is still here for future generations to enjoy. This topic focuses on our personal responsibility for the wider world, and the impact we have on living things.
Literacy	ARE Reading ARE Writing		
Maths	Schools to follow own schemes		
Science Working Scientifically Types of enquiry	<p>The national curriculum for science aims to ensure that all pupils: Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</p> <p>Will learn to use a variety of approaches to answer relevant scientific questions.</p> <p>These types of scientific enquiry should include:</p> <ul style="list-style-type: none"> ● Observing over time ● Pattern seeking ● Identifying, classifying and grouping ● Comparative and fair testing ● Research using secondary sources 		
Science (Year 1 of 2 year cycle)	Rocks Sound	Properties and Changes of Materials States of Matter	Living things and their habitats Evolution and inheritance
History	The Roman Empire and its impact on Britain: <ul style="list-style-type: none"> ● Julius Caesar's attempted invasion in 55-54 BC ● The Roman Empire by AD 42 and the power of its army ● Successful invasion by Claudius and conquest, including Hadrian's Wall ● British resistance, for example, Boudica ● 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	Britain's settlement by Anglo-Saxons and Scots <ul style="list-style-type: none"> ● Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ● Scots invasions from Ireland to north Britain (now Scotland) ● Anglo-Saxon invasions, settlements and kingdoms: place names and village life ● Anglo-Saxon art and culture ● Christian conversion – Canterbury, Iona and Lindisfarne 	
Geography	Locational Knowledge Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Locational Knowledge locate the world's countries, using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Human and physical geography Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork Skills to be taught over key stage	Use fieldwork to observe, measure and record Use fieldwork to record and explain areas Use 8 points of compass, symbols and keys Used 4 and 6 figure grid references on OS maps Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.		

Art Skills	Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 		
Art	Sculpture focus (eg. Roman pottery)	Drawing focus (eg. maps)	Painting focus (eg. posters, landscapes)
DT Skills to be taught over key stage	Use research and criteria to develop products which are fit for purpose Use annotated sketches and prototypes to explain ideas Evaluate existing products and improve own work		
DT	Use mechanical and electrical systems in own products, including programming.	Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
Computing Skills to be taught over course of key stage	LKS2 Design and write programs to achieve specific goals, including solving problems Use logical reasoning Understand computer networks Use internet and search technologies safely and appropriately Collect and present data appropriately		UKS2 Design and write programs to solve problems by decomposing them into smaller parts Use sequences, repetition, inputs, variables and output in programs Detect and correct errors in programs Understand uses of networks for collaboration and communication Be disconcerting in evaluating digital content
MFL	Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages		
Music Skills to be taught over course of key stage	Use voice and instruments with increasing accuracy, control and expression Improvise and compose music Improvise and compose using dimensions of music Listen with attention and detail Listen to detail and recall aurally Appreciate a wide range of live and recorded music Begin to develop an understanding of history Develop an understanding of the history of music, including great musicians and composers Perform with control and expression solo and in ensembles Use and understand basic staff notation		

<p>PE</p>	<p>Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Dance perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Multi-skills use running, jumping, throwing and catching in isolation and in combination Indoor and Outdoor adventurous activity Challenges take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>Competitive Games play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>
	<p>Swimming and Water Safety swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.</p>		
<p>PSHE Taken from NYCC PSHE and Citizenship guidance for schools – Sep 17</p>	<p>Me and my relationships Keeping myself safe</p>	<p>My healthy lifestyle Becoming an active citizen</p>	<p>Me and my future Moving On School's own scheme for SRE/RSE</p>
<p>RE</p>	<p>Schools to either follow the Diocese of York or the North Yorkshire Syllabus</p>		
<p>Enterprise Ideas to develop enterprise throughout the year groups over the academic year</p>	<p>Positive can do attitude, resilience, risk-taking, creativity, innovation, self-belief Aim: To be ready to start a business. Links that could be made as appropriate: What are the local economies of the area studied? Why are they here? Why do economies differ by area? What impact will change have on the local economies? What new business enterprise would survive here? Aspire programme Curriculum possibilities: Café – opening up a café for the local community. Rotary club Aspire programme Looking at economies through geography Environmental impact E.g. Potash mine, tourism, foot and mouth Guide to the Esk Valley</p>		
<p>Outdoor Learning</p>	<p>Ongoing throughout the year.</p>		
<p>British Values Ongoing throughout the year for all year groups</p>	<p>Spiritual Development Reflect whenever possible. This may be about religious beliefs, personal beliefs, the beauty of art or natural things etc. This will need building into the curriculum at all opportunities. Develop a sense of enjoyment and fascination about themselves, others and the world about them. Being creative and imaginative in their work. Curriculum opportunities: Embed reflection in all aspects of the curriculum Give reflection time in assemblies Create opportunities for open discussion.</p>	<p>Moral Development Maintaining high profile school rules and behaviour policy. Discussing moral and ethical issues and understanding different viewpoints across the curriculum. Develop through use of relevant stories – discuss dilemmas and explore possibilities. Identifying opportunities when children could have a say. Curriculum opportunities: Identifying stories etc. with issues, dilemmas Make voting etc. a clear part of the curriculum The role of colonisation of other countries</p>	
	<p>Social Development Develop links to other communities. Conflict resolution – use of school rules, exploring conflicts through literacy, geography, history. Rule of law Curriculum opportunities: Conflicts through choice of stories Literacy based on different cultures</p>	<p>Cultural Development Strengthen awareness of cultural influences. Cultures within the country. Democratic systems. Participation in artistic, musical, sporting and cultural opportunities. Respect Collective worship and a chance to reflect</p>	

Opportunities for Diversity and Equality Teaching	In all lessons: Ensure differences are respected, recognised and valued Promote positive relationships and attitudes Promote a shared sense of belonging and inclusion Challenge stereotype and prejudice Choose resources carefully for diversity excluding those that promote stereotypes Incorporate a range of learning styles and plan appropriately considering the diversity in your class
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